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ABSTRACT

The purpose of this study was to determine, first, whether there was a need for more counselors in the schools of Central and Northern New Hampshire; and second, whether the same area needed a counselor preparation program or an in-service continued training program. The study also attempted to gain specific ideas concerning the design of an in-service training program if the need for one was indicated. Two questionnaires were used, one for counselors and one for administrators. Both are presented in full, along with a detailed tabulation of responses. Although it describes a localized study, this document could serve as a model for other states' evaluation efforts. A description of methodology is included, as well as recommendations for action based on the survey responses. (Author/BP)

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NEEDS ASSESSMENT FOR COUNSELOR PREPARATION/IN-SERVICE TRAINING PROGRAM IN NORTHERN NEW HAMPSHIRE

ED153155

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CHAPTER 1
INTRODUCTION

Purpose of the Study

One of the focal points of the National Defense Education Act of 1958 was the need in the schools for counselors. To this end, the last twenty years has seen a phenomenal growth in the area of pupil personnel services throughout the educational systems of the country.

The job description of most counselors includes a myriad of duties running from assistant administrator to elevated teacher, incidentally including some other things which the counselor usually has neither the time nor the training to do. This multifacetted role has led to some of the biggest problems in counselor evaluation and in understanding of his place in the school. Even a cursory review of the literature reveals that the different publics of the counselor view his function and role differently. (Shertzer and Stone, 1963; Ferguson, 1968; Dasinger, 1973; Riese and Stoner, 1973.) Often this leads to expectancies of their jobs that the counselors can't hope to comply with. The four surveys mentioned above all agreed that in most cases this is not due to the counselor being inadequately prepared, but is attributed to the fact that there are too few counselors available to provide adequate guidance services to the large student populations.

Although the American Personnel and Guidance Association lists a 300 to 1 ratio of students to counselor as the maximum number the counselor can handle adequately, there exists a wide disparency from this figure in the schools of New Hampshire.

The purpose of this study is to:

1) Determine whether or not there is a need for more counselors in the schools of Central and Northern New Hampshire.

2) Determine whether or not there is a need for a counselor preparation program or an in-service continued training program to service the schools of Central and Northern New Hampshire.

In attempting to answer the first question, various other surveys have polled other publics of the school counselor not included in this survey such as students, parents, or teachers. (Dasinger, 1973.) Because of the second reason for the survey, an actual needs assessment for Plymouth State College, the sample population of this survey was limited to counselors and administrators.

A further purpose of this study will be to gain some specific ideas concerning the design of an in-service training program should the need for one be indicated.

Definition of Terms Used in the Study

Central and Northern New Hampshire - This survey will cover personnel connected with those schools within a forty mile radius of Plymouth, N.H. or schools to the north of Plymouth that may exceed that radius.

Schools of the Study Area - All schools included in 1974-1975 Education Directory of the State Department of Education for New Hampshire that fall within the survey area.

Administrators - Any professional staff member listed in the 1974-1975 Education Directory as a Superintendent of a Union District or as the top administrator of a school within the survey area.

Counselor - Any professional staff member listed in the New Hampshire Pupil Personnel Services Workers Elementary 1974-1975 or New Hampshire Pupil Personnel Services Workers Secondary 1975-1976 for the schools within the survey area. Also, those professional staff members identified by their schools as the counselor at the private schools within the survey area.

Limitations and Delimitations

The survey was carried out between the last week of February, 1976 and the seventh of April, 1976, at which time all the data that had been returned to that point was included in the survey and tabulated.

Another limitation on results was the incomplete listing of counselors in the elementary and private schools of the survey area. The elementary list compiled by the State Department of Education was a year old, and no such listing of private schools existed. By calling private schools and asking for the names of their school counselors, a partial list was compiled.

One delimitation was the cooperation of the population polled. Our return rate will be discussed later.

The pilot study of the survey was limited to schools in the immediate vicinity of Plymouth, N.H.

CHAPTER 2
REVIEW OF RELATED LITERATURE

The theme of this study is Needs Assessment for a Program in Counselor Education. This implies a number of related sub-themes, including Needs Assessment Techniques, Counselor Education, Counselor Effectiveness, and Counselor Role. Among the morass of counselor literature of the past ten years, a number of books or articles proved valuable.

A book providing an effective research design as a counselor performance evaluation was Freeman's Counseling in the United States. This four year study was aimed at finding specific characteristics of successful counseling in the three traditional counseling fields of Law, Medicine, and Clergy. The underlying assumption was that all successful counseling, as judged by comparisons of client and counselor reports, contains similarities that can be taught in the Law and Medical schools and Seminaries.

Various other reports attempted to create self-evaluation systems for use by the counselor or contribute ideas of what "effective" counseling, via their particular evaluation systems, should be.

All of these "assessments" of the counselor role have direct relation to what counselor education should consist of. The "Standards for Preparation of Secondary School Counselors - 1967," (Personnel and Guidance Journal, 1967) culminated seven years of various committee research within the American Personnel and Guidance Association on this subject. This article beared most directly on the design of the counselor questionnaire. Also, effecting its design was Goldman's paper expanding on the standards to include critical issues and evolving roles of counseling, areas he felt necessary to the design of counselor education curricula.

The theme of counselor role was handled excellently by numerous authors; Dasinger, Weinrach, and Shertzer and Stone all contributed data supporting the need for more counselors just to fulfill all the role expectancies their publics hold for them.

Finally, the fundamentals, rationale, and critical assumptions of needs assessments were developed and presented by a number of authors. (English and Kaufman, 1974; Nurnberger, 1974; Witkins, 1975.)

CHAPTER 3
METHODOLOGY

Sample Selection

The selection of the area of study was started by defining what population of graduate students take courses at Plymouth State College on a part-time basis. As a rough geographic population, it was reasoned that students would come from as far south as Concord, approximately forty miles away. To the east, west, and north, Plymouth is the only graduate school that can accommodate students of the State without prohibitive traveling time. A target area was defined by starting with an area within a forty mile radius of the college. The lower southeast part of this circle includes an area that is more accessible to Durham and the main campus of the University so schools in that area that were closer in miles distant to Durham than to Plymouth were excluded. The upper reaches of the State, although more than forty miles from Plymouth, are serviced by only that school and were included in the survey area.

Identification of the schools within the target area and their top administrator were made easy by the Education Directory. One hundred and seventy-one administrators were identified and included on our mailing list.

Through the State Department of Education, a list of public secondary and elementary counselors was also acquired, though the elementary listing was a year old. Counselors in schools of our target area were identified and added to our mailing list. The twenty-four private schools in the target area were contacted by phone and asked to identify member(s) of their staff whose job description listed them as counselors. These names were added to our counselor mailing list for a total of one hundred and thirty-three within the survey area.

Questionnaire Design

There were two forms of the questionnaire used, one corresponding to each of the reference groups being polled in the study. Although sometimes worded differently depending on which reference group was being polled, the questions elicited responses on the same topic.

Each questionnaire is divided into three parts. The administrator questionnaire asks for data on the participant and his school, his opinion on the need for more counselors in Central/Northern New Hampshire and a counselor education program in Northern New Hampshire, and a role description of the counselors in his school.

The counselor questionnaire is similar in its first two parts, but asks for the counselor's educational preparation in the third. The questions asked in this part are directly drawn from the APGA Standards for counselor education. Responses to these questions would aid in design of an in-service training program, showing specific areas of need in counselor education.

Pilot Study

A pilot study was carried out during the second week of February at three schools in the immediate Plymouth area. Three administrators and four counselors were given questionnaires in person and interviewed on the impressions of the instrument. At that time improvements suggested by the participants were incorporated into the final questionnaire.

CHAPTER 4
ANALYSIS OF THE DATA

This Chapter is an analysis of the data reported by the populations of the study in response to their respective questionnaire. Responses to each of the forms were tallied by members of the research team, and percentages were computed for each item on all forms. Sub-groups within each of the two reference groups were polled separately to note differences. For example, it was felt the response of public elementary school counselors would vary from those of private secondary school counselors, more specifically pointing out areas of need.

Each question is reported individually, with interpretation in the next chapter. In some cases percentages of the responses may not total 100% due to omitted answers. In the design of the instrument, it was felt the forced choice aspect of the questions would eliminate the "No Opinion" category. However, it was found it often confused results as in the case of asking for a student to counselor ratio in a school without a counselor.

Counselor Questionnaire

133 questionnaires mailed out.
108 questionnaires returned.
81% of the questionnaires returned.

A. 80 were sent to public high school counselors.
71 were received. 88%

B. 35 were sent to public elementary school counselors.
23 were received. 66%

C. 17 were sent to private school counselors.
14 were received. 82%

Question 1. Years employed as a counselor?

	High		Elem.		Pvt. S.		Total	Percent
1-2	16	23%	3	13%	4	29%	23	21%
3-4	14	20%	7	31%	1	7%	22	20%
5-6	8	11%	4	17%	2	14%	14	13%
7-10	11	15%	5	22%	2	14%	18	17%
10+	22	31%	4	17%	5	36%	30	29%
Total	71		23		14		108	100%

Question 2. Years working as a counselor in northern N.H.?

	High		Elem.		Pvt. S.		Total	Percent
1-2	23	32%	5	22%	5	37%	33	30%
3-4	16	23%	8	36%	1	7%	25	23%
5-6	7	10%	3	13%	3	21%	13	12%
7-10	11	15%	5	22%	2	14%	18	17%
10+	14	20%	2	9%	3	21%	19	18%
Total	71		23		14		108	100%

Question 3. Originally a resident of northern N.H.?

	High		Elem.		Pvt. S.		Total	Percent
Yes	31	44%	4	17%	0		35	32%
No	40	56%	19	83%	14	100%	73	68%
Total	71		23		14		108	100%

Question 4. Years at present position?

	High		Elem.		Pvt. S.		Total	Percent
1-2	27	38%	6	26%	5	36%	38	35%
3-4	14	20%	8	35%	1	7%	23	21%
5-6	7	10%	3	13%	3	20%	13	12%
7-10	12	17%	5	22%	2	13%	19	18%
10+	11	15%	1	4%	3	20%	15	14%
Total	71		23		14		108	100%

Question 5. Are you a full-time counselor?

	High		Elem.		Pvt. S.		Total	Percent
Yes	63	89%	19	83%	6	43%	88	82%
No	8	11%	4	17%	8	57%	20	18%
Total	71		23		14		108	100%

Question 6. If no to the above question, what percent of your time is spent in Guidance/ Counselor activities?

	High		Elem.		Pvt. S.		Total	Percent
15	1	12%	2	50%	0		3	15%
30	0		1	25%	3	38%	4	20%
45	4	50%	1	25%	1	12%	6	30%
60	2	26%	0		2	25%	4	20%
75	1	12%	0		0		1	5%
90	0		0		2	25%	2	10%
Total	8		4		8		20	100%

Question 7. Check the highest level of education obtained.

	High		Elem.		Pvt. S.		Total	Percent
Bachelor	1	2%	1	4%	0		2	1%
Bachelor+	6	8%	3	13%	5	37%	14	12%
Masters	10	14%	3	13%	4	28%	17	16%
Masters+	51	72%	14	61%	4	28%	70	65%
CAGS	3	4%	2	9%	0		5	5%
Doctorate	0		0		1	7%	1	1%
Total	71		23		14		108	100%

Question 8. College of most recent degree.

	High		Elem.		Pvt. S.		Total	Percent
New Hampshire	28	39%	8	35%	1	7%	37	34%
Out-of-State	43	61%	15	65%	13	93%	71	66%
Total	71		23		14		108	100%

Question 9. What is your most recent degree?

	High		Elem.		Pvt. S.		Total	Percent
Counseling	49	69%	16	70%	3	21%	68	63%
Other	22	31%	7	30%	11	79%	40	37%
Total	71		23		14		108	100%

Question 10. What is your total number of courses in Guidance/Counseling?

	High	Elem	Pvt. S.
1-2	1	3	3
3-5	2	2	4
6-8	11	6	1
9-12	21	4	3
13-16	13	3	0
17+	23	5	3
Total	71	23	14

Question 11. Are you still taking courses in Guidance/Counseling?

	High		Elem.		Pvt. S.		Total	Percent
Yes	43	61%	15	65%	6	43%	64	59%
No	28	39%	8	35%	8	57%	44	41%
Total	71		23		14		108	100%

Question 12. How many courses in Guidance and Counseling have you taken in the last two years?

	High		Elem.		Pvt. S.		Total	Percent
0	26	37%	7	30%	8	57%	41	37%
1	20	28%	7	30%	2	14%	29	27%
2	13	19%	6	26%	0		19	18%
3	6	8%	3	14%	0		9	8%
4	3	4%	0		0		3	3%
5+	3	4%	0		4	29%	7	7%
Total	71		23		14		108	100%

Question 13. Do you see a need for more counselors in the schools of central/northern New Hampshire?

	High		Elem.		Pvt. S.		Total	Percent
Yes	64	90%	23	100%	13	93%	100	85%
No	7	10%	0		1	7%	8	15%
Total	71		23		14		108	100%

Question 14. Do you see a need for a counselor preparation/in-service training program in central/northern New Hampshire?

	High		Elem.		Pvt. S.		Total	Percent
Yes	58	82%	22	96%	12	86%	92	85%
No	13	8%	1	4%	2	14%	16	15%
Total	71		23		14		108	100%

Question 15. Are you aware of the Guidance/Counseling courses currently being offered at Plymouth State College?

	High		Elem.		Pvt. S.		Total	Percent
Yes	44	62%	10	43%	6	43%	60	55%
No	27	30%	13	57%	8	57%	48	45%
Total	71		23		14		108	100%

Question 16. Would you take Guidance/Counseling courses at Plymouth State College if they were offered?

	High		Elem.		Pvt. S.		Total	Percent
Yes	45	63%	14	61%	5	36%	64	59%
No	26	37%	9	39%	9	64%	44	41%
Total	71		23		14		108	100%

Question 17. Would you enroll in a Masters Degree program at Plymouth State College if it were offered?

	High		Elem.		Pvt. S.		Total	Percent
Yes	7	10%	6	26%	2	14%	15	14%
No	58	81%	16	70%	11	79%	85	79%
No. Ans	6	9%	1	4%	1	7%	8	7%
Total	71		23		14		108	100%

Question 18. From your feedback from other colleagues and teachers, would a masters degree program at Plymouth State College be made use of?

	High		Elem.		Pvt. S.		Total	Percent
Yes	52	73%	16	70%	11	79%	81	75%
No	10	14%	1	4%	1	7%	12	11%
Undecided	9	13%	6	26%	2	14%	15	14%
Total	71		23		14		108	100%

Question 19. What is the ratio of students to counselor at your school?

	High		Elem.		Pvt. S.		Total	Percent
Up to 100	1	1%	0		13	93%	14	13%
101-200	1	1%	1	4%	1	7%	3	3%
201-300	22	31%	1	4%	0		23	21%
301-400	25	36%	1	4%	0		26	24%
401+	22	31%	20	88%	0		42	39%
Total	71		23		14		108	100%

Question 20. Did your Guidance/Counselor course work include the foundations and dynamics of human behavior?

	High		Elem.		Pvt. S.		Total	Percent
Yes	67	94%	21	91%	10	71%	98	91%
No	4	6%	2	9%	4	29%	10	9%
Total	71		23		14		108	100%

Question 21. Did your Guidance/Counselor work include educational philosophy and educational process?

	High		Elem.		Pvt. S.		Total	Percent
Yes	57	80%	15	65%	11	79%	83	77%
No	14	20%	8	35%	3	21%	25	23%
Total	71		23		14		108	100%

Question 22. Did your Guidance/Counselor course work include: the philosophy and principles underlying guidance and other pupil personnel services?

	High		Elem.		Pvt. S.		Total	Percent
Yes	65	92%	17	74%	11	79%	93	86%
No	6	8%	6	26%	3	21%	15	14%
Total	71		23		14		108	100%

Question 23. Did your Guidance/Counselor course work include: the use of tests and measurements?

	High		Elem.		Pvt. S.		Total	Percent
Yes	70	99%	20	87%	11	79%	101	94%
No	1	1%	3	13%	3	21%	7	6%
Total	71		23		14		108	100%

Question 24. Did your Guidance/Counselor work include vocational development theory?

	High		Elem.		Pvt. S.		Total	Percent
Yes	54	76%	13	56%	6	43%	73	68%
No	17	24%	10	44%	8	57%	35	32%
Total	71		23		14		108	100%

Question 25. Did your Guidance/Counselor course work include educational and occupational information, its nature and its uses?

		High		Elem.		Pvt. S.		Total	Percent
Yes	60	60	85%	17	74%	5	36%	82	76%
No		11	15%	6	26%	9	64%	26	24%
Total		71		23		14		108	100%

Question 26. Did your Guidance/Counselor course work include counseling theory and practice?

	High		Elem.		Pvt. S.		Total	Percent
Yes	71	100%	20	87%	11	79%	102	94%
No	0		3	13%	3	21%	6	6%
Total	71		23		14		108	100%

Question 27. Did your Guidance/Counselor course work include statistics and research methodology?

	High		Elem.		Pvt. S.		Total	Percent
Yes	51	72%	19	83%	7	50%	77	71%
No	20	28%	4	17%	7	50%	31	29%
Total	71		23		14		108	100%

Question 28. Did your Guidance/Counselor course work include group procedures in counseling and guidance?

	High		Elem.		Pvt. S.		Total	Percent
Yes	62	87%	20	87%	10	71%	92	85%
No	9	13%	3	13%	4	29%	16	15%
Total	71		23		14		108	100%

Question 29. Did your Guidance/Counselor course work include professional relationships and ethics in keeping with the APGA ethical standards?

	High		Elem.		Pvt. S.		Total	Percent
Yes	32	45%	16	70%	7	50%	55	51%
No	39	55%	7	30%	7	50%	53	49%
Total	71		23		14		108	100%

Question 30. Did your Guidance/Counselor course work include administration and coordination of guidance and pupil personnel services?

	High		Elem.		Pvt. S.		Total	Percent
Yes	43	61%	13	57%	7	50%	63	58%
No	28	39%	10	43%	7	50%	45	42%
Total	71		23		14		108	100%

Question 31. Did your degree program include a practicum in individual counseling?

	High		Elem.		Pvt. S.		Total	Percent
Yes	65	92%	20	87%	8	57%	93	86%
No	6	8%	3	13%	6	43%	15	14%
Total	71		23		14		108	100%

Question 32. Did your degree program include a practicum in group counseling?

	High		Elem.		Pvt. S.		Total	Percent
Yes	23	32%	12	52%	7	50%	42	39%
No	48	68%	11	48%	7	50%	68	61%
Total	71		23		14		108	100%

Question 33. Did the practicum experience(s) include evaluation by a supervisor, other designated members of the staff or other students?

	High		Elem.		Pvt. S.		Total	Percent
Yes	62	87%	20	87%	9	64%	91	84%
No	9	13%	3	13%	5	36%	17	16%
Total	71		23		14		108	100%

Question 34. Did your practicum include tape recordings or video-tapes of your counseling as a means of self-analysis?

	High		Elem.		Pvt. S.		Total	Percent
Yes	57	80%	20	87%	7	50%	84	78%
No	14	20%	3	13%	7	50%	24	22%
Total	71		23		14		108	100%

Question 35. Were the opportunities provided to work with parents and with a variety of school and community agency personnel?

	High		Elem.		Pvt. S.		Total	Percent
Yes	30	42%	14	61%	4	29%	48	44%
No	41	58%	9	39%	10	71%	60	56%
Total	71		23		14		108	100%

Question 36. Do you feel your practicum experience provided opportunities for both observation and participation in activities related to the total guidance program, e.g., role-playing, testing, using records, preparing case studies?

	High		Elem.		Pvt. S.		Total	Percent
Yes	44	62%	16	70%	8	57%	68	63%
No	27	38%	7	30%	6	43%	40	37%
Total	71		23		14		108	100%

Question 37. Did the practicum provide you with at least 30 hours in actual counseling relationships?

	High		Elem.		Pvt. S.		Total	Percent
Yes	52	73%	19	83%	8	57%	79	73%
No	19	27%	4	17%	6	43%	29	37%
Total	71		23		14		108	100%

Administrator Questionnaire

Number sent out: 171

Number received: 138 or 81%

Responding were: 12 Superintendents
39 High School Principals
81 Elementary School Principals
6 Private School Administrators

Question 1. Years employed as an administrator?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
1-2	2	5%	11	14%	1	17%	0	0	14	10%
3-4	2	5%	15	19%	1	17%	1	8%	19	14%
5-6	5	14%	14	17%	0	0	1	8%	20	15%
7-10	15	38%	19	23%	1	17%	0	0	35	25%
10+	15	38%	22	27%	3	50%	10	84%	50	36%
Total	39		81		6		12		138	100%

Question 2. Years working as an administrator in central/northern New Hampshire?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
1-2	6	15%	17	21%	1	17%	0	0	24	17%
3-4	6	15%	16	20%	1	17%	3	25%	26	19%
5-6	10	26%	13	16%	1	17%	2	17%	26	19%
7-10	9	23%	16	20%	1	17%	1	8%	27	20%
10+	8	21%	19	23%	2	32%	6	50%	35	25%
Total	39		81		6		12		138	100%

Question 3. Years at present position?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
1-2	7	18%	26	32%	2	33%	1	8%	36	26%
3-4	8	20%	21	25%	0	0	5	42%	34	25%
5-6	12	31%	11	14%	2	33%	0	0	25	18%
7-10	7	18%	11	14%	1	17%	3	25%	22	16%
10+	5	13%	12	15%	1	17%	3	25%	21	15%
Total	39		81		6		12		138	100%

Question 4. Are you a full-time administrator?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	35	90%	56	69%	6	100%	11	92%	108	78%
No	4	10%	25	31%	0	0	1	8%	30	22%
Total	39		81		6		12		138	100%

Question 5. Is Guidance/Counseling part of your job description?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	4	10%	34	42%	5	83%	0	0	43	31%
No	35	90%	47	58%	1	17%	12	100%	95	69%
Total	39		81		6		12		138	100%

Question 6. If yes to the above question, what percentage of your time is spent in guidance/counseling activities?

	High		Elem.		Pvt. S.		Sup.	Total	Percent
10%	2	5%	14	17%	1	17%	0	17	12%
20%	3	8%	16	20%	1	17%	0	20	15%
30%	1	3%	3	4%	0		0	4	3%
40%	0		4	5%	2	33%	0	6	4%
50%	1	3%	0		1	17%	0	2	1%
Total	7		37		5		0	49	

Question 7. Are you familiar with the population projections for the State of New Hampshire as published by the State Department of Education in December of 1973?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	22	56%	39	48%	2	33%	10	83%	73	53%
No	17	44%	42	52%	4	67%	2	12%	65	47%
Total	39		81		6		12		138	100%

Question 8. Have you or has your school made any independent population projection for your area?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	30	77%	46	57%	1	17%	10	83%	87	63%
No	9	23%	35	43%	5	83%	2	17%	51	37%
Total	39		81		6		12		138	100%

Question 9. How many full-time counselors work in your schools?

	High		Elem.		Pvt. S.		Sup.	
0	9	23%	55	68%	1	17%	0	0
1	13	33%	20	26%	1	17%	1	8%
2	8	21%	1	1%	1	17%	2	17%
3	6	15%	2	2%	0	0	1	8%
4	2	5%	1	1%	0	0	1	8%
5+	1	3%	2	2%	3	50%	7	59%
Total	39		81		6		12	

Question 10. How many part-time counselors work in your school(s)?

	High		Elem.		Pvt. S.		Sup.	
0	27	68%	58	72%	3	50%	9	75%
1	10	26%	23	28%	0		2	17%
2	1	3%	0		0		0	
3	1	3%	0		0		1	8%
4	0		0		0		0	
5+	0		0		3	50%	0	
Total	39		81		6		12	

Question 11. What is the approximate ratio of students to counselor at your school(s)?

	High		Elem.		Pvt. S.		Sup.	
Up to 100	1	3%	6	7%	5	83%	0	
101-200	4	10%	4	5%	0		0	
201-300	8	21%	7	9%	1	17%	1	8%
301-400	11	28%	8	10%	0		3	25%
401+	10	26%	25	31%	0		8	67%
No Comment	5	12%	31	38%	0		0	
Total	39		81		6		12	

Question 12. If the school budget would allow, do you see a need for expanded counseling facilities and for more counselors in your school(s)?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	26	67%	62	77%	2	33%	9	75%	99	73%
No	13	33%	19	23%	4	67%	3	25%	39	27%
Total	39		81		6		12		138	100%

Question 13. Do you see a need for more counselors in the schools of central/northern New Hampshire?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	30	77%	69	85%	6	100%	11	92%	116	84%
No	9	23%	12	15%	0		1	8%	22	16%
Total	39		81		6		12		138	100%

Question 14. Do you see a need for a counselor preparation/in-service training program in central/northern New Hampshire?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	27	69%	68	84%	6	100%	10	83%	111	80%
No	12	31%	13	16%	0		2	17%	27	20%
Total	39		81		6		12		138	100%

Question 15. Are you aware of the Guidance/Counseling courses currently being offered at Plymouth State College?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	20	51%	36	44%	1	17%	5	42%	62	45%
No	19	49%	45	56%	5	83%	7	58%	76	55%
Total	39		81		6		12		138	100%

Question 16. Are there people in your school(s) who would take courses in Guidance/Counseling if they were offered?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	32	82%	63	78%	4	67%	9	75%	108	78%
No	7	18%	18	22%	2	33%	3	25%	30	22%
Total	39		81		6		12		138	100%

Question 17. Are there people in your school(s) who would enroll in a Masters Program in Counseling if it were offered at Plymouth?

	High		Elem.		Pvt. S.		Sup.		Total	Percent
Yes	22	56%	31	38%	4	67%	7	58%	64	46%
No	17	44%	50	62%	2	33%	5	42%	74	54%
Total	39		81		6		12		138	100%

Question 18. Would you encourage your counselors in taking further course work in counseling if it were available to them through Plymouth?

	High		Elem.		Pvt. S.		Sup.	
Yes	34	87%	26	32%	5	83%	11	92%
No	5	13%	9	11%	1	17%	1	8%
No Comment	0		46	57%	0		0	
Total	39		81		6		12	

Question 19. Please give an approximation of the percentage of the counselor's time spent in the following counselor related activities.

	High	Elem.
Scheduling	13.9%	1.3%
Disciplinary Work	2.2%	2.7%
Individual Counseling	32.9%	23.9%
Group Counseling	6.4%	21.3%
Testing	5.5%	11.3%
Attendance	1.3%	.2%
Record Keeping	5.2%	4.7%
Recommendations	6.2%	2.2%
Talking to parents	7.5%	9.5%
Helping students with job applications	1.8%	.2%
Work/Study Projects	1.7%	.7%
Administrative Paperwork	6.6%	6.7%
Case studies with teachers	7.3%	13.7%
Other	1.2%	1.6%
Total	100.0%	100.0%

35 High School Principals answered this question

44 Elementary School Principals answered this question.

Question 20. Please give an approximation of the percentage of actual counseling done in the following three areas.

	High	Elem.
College/Education	37.1%	5.3%
Occupational	23.5%	9.7%
Personal	39.4%	85.0%
Total	100.0%	100.0%

CHAPTER 5
DISCUSSION

This chapter contains an outline of the data analysis, with an attempt made to show which questions are significant to the final recommendations based on the survey results.

Counselor Questionnaire

Question 3. Originally a resident of Northern New Hampshire?

68% of the counselors responded that they were originally from another area. The low incidence of counselors from New Hampshire could in part be due to there being no means of certification or counselor education in the near geographic region, causing the counselor immigration from other states.

Question 7. Check the highest level of education attained.

13% of the counselors responded that they had not attained a masters degree, therefore, have not been through a certified counselor education program.

Question 8. College of most recent degree.

66% of the counselors responded that their most recent degree was outside the State of New Hampshire. The obvious question here, Does the University of New Hampshire System satisfy the needs of its constituents?

Question 9. What is your most recent degree?

37% responded that their last degree was in a field other than counseling. This expands on the percentage of responders of Question 7. that have not been through a certified counseling program.

Question 13. Do you see a need for more counselors in the schools of central/northern New Hampshire?

An overwhelming 85% responded positively to this question. Counselors see a need for more counselors if funds are available.

Question 14. Do you see a need for a counselor preparation/in-service training program in central/northern New Hampshire?

Again, 85% answered in the affirmative. The in-service course work aspect of a counselor program in northern New Hampshire is probably attractive to a large number of those who need degree work themselves.

Question 16. Would you take Guidance/Counseling courses at Plymouth State College if they were offered?

59% responded in the affirmative, a raw score number of 64 counselors within commuting distance interested in courses.

Question 17. Would you enroll in a masters degree program at Plymouth State College if it were offered?

Fifteen counselors are interested in initiating a masters program at Plymouth State College.

Question 18. From your feedback from other colleagues and teachers, would a masters degree program at Plymouth State College be made use of?

This question evoked another large positive response, seventy-five percent answering in the infirmative. Assuming each responder had only one person in mind this would make a potential of 85 degree candidates in the northern New Hampshire region.

Question 19. What is the ratio of students to counselor at your school?

Thirty-nine percent of the counselors indicated a ratio of greater than 40[illegible] to one. Included in this was eighty-eight percent response among the elementary school counselors subgroup. Some listed ratios at their school as high as 900-1, 800-1, and 750-1.

Questions 20 through 37. From American Personnel and Guidance Association Standards for Preparation of Secondary School Counselors.

This area can be utilized for development of specific course work in areas where counselors of central/northern New Hampshire have not had previous contact or adequate preparation. Among those areas listed with high percentages of counselors not having had course work are Vocational Development Theory (32%), Statistics and Research Methodology (29%), APGA Ethical Standards (49%), Administration of Pupil Personnel Services (42%), Practicum in Group Counseling (61%), Work with Community Agencies (56%), and Individual Practicum (37%).

Administrator Questionnaire

Question 5. Is Guidance/Counseling part of your job description?

Thirty-one percent of the administrators answering responded that counseling was part of their role, a significant number that might be interested in course work in Guidance/Counseling themselves.

Question 11. What is the approximate ratio of students to counselor at your school(s)?

Again, the administrators of the elementary schools replied in high numbers to a ratio of 400 or more students per counselor. 31% indicated in that category, while 38% did not comment, indicating that such a ratio did not exist. (No counselor in their school.)

Question 12. If the school budget would allow, do you see a need for expanded counseling facilities and for more counselors in your school(s)?

73% of administrators who responded saw a need for an expanded counseling program in their school.

Question 13. Do you see a need for more counselors in the schools of central/northern New Hampshire?

As in number 13 for the counselors, there was large support (84%) for a need for more counselors in northern New Hampshire.

Question 14. Do you see a need for a counselor preparation/in-service training program in central/northern New Hampshire?

80% answered that they did see a need for a program in the target area.

Question 16. Are there people in your school(s) who would take courses in Guidance/Counseling if they were offered?

78% answered that they did feel people in their schools would make use of such a program.

Question 17. Are there people in your school(s) who would enroll in a masters program in counseling if it were offered at Plymouth?

Again, a large raw score (64) and percentage (46%) felt the program would be used.

Question 18. Would you encourage your counselors in taking further course work in counseling if it were available to them through Plymouth?

In the three sub-group categories of high school and private school administrators and superintendents, there was overwhelming positive response to this question, (87%, 83%, and 92% respectively). Of the elementary school administrators 32% answered in the affirmative, and 57% had no comment. Again, this high incidence of no comment is most probably due to not having a counselor in the school to begin with.

Individual Response: Counselor and Questionnaire.

Over half the questionnaires sent back included some sort of individual response. Although virtually all that responded in this area claimed a need for more counselors, their reaction to a program at Plymouth State College went the whole range of emotion, from warmly favorable to highly critical. While impossible to include all these statements, a number of trends can be seen.

Counselors tended to comment on the design of a program. Most felt it should be at least a year and a half in time span, in excess of forty credits, and highly directed toward the practicum experience. Many supported the idea of an in-service training program for northern New Hampshire claiming an actual degree program might be unnecessary. Specific courses mentioned that should be offered were, among others, clinically oriented courses, Exceptional Children, Group Training, Values Clarification, Developmental Psychology, Motivational Psychology, and Training Courses in Specific Counseling Theories: Transactional Analysis, Gestalt Therapy, Reality Therapy.

Some Counselor Comments:

"I think establishing a counseling program at Plymouth State College is an absurd waste of the taxpayers money"...

"A counseling program at Plymouth is long overdue."

"The lack of counselors in the North Country won't stop until we have a counselor training program up here."

"Although a counselor preparation program might be a duplication of effort within the University System, I do think that more counseling courses should be offered at PSC just for its accessibility."

The administrators generally spoke in favor of a counselor preparation/in-service training program, but emphasized that the jobs were not necessarily available for graduates of a program. All administrators mentioned a need for more counselors in the schools of northern New Hampshire, a few describing exactly what kind of counselors they wanted. Although they rarely mentioned the design of a program, they were concerned that the products of a counselor program be "in-tune with the needs in our schools."

Some Administrators Comments:

"I am a graduate of Plymouth on the masters level and found that I would have liked counseling courses during the mid-summer"...

"While there is a definite need for counselor services in elementary schools, I do not feel that local districts will be willing to fund them"...

"Most counselors are ill-prepared for the day-to-day hassles of a pupil secondary school."

"I see a real need for dynamic, mature, and experienced counselors."

"Location of course offerings have always determined how many staff members would be interested in them."

"The elementary counselor works with over 30 teachers and 900 students."

CHAPTER 6
SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

In summary, the responses of the counselor questionnaire would seem to indicate that:

1) Counselors of central and northern New Hampshire see a need for more counselors in the schools.
2) Counselors do feel a counselor preparation or in-service training program at Plymouth State College would be made use of.
3) Using the APGA Standards for counselor training programs as a reference, there is a large percentage of counselors lacking in some aspect of their professional preparation.
4) A significant percentage of the counselors polled (up to 37%) do not have a degree in counseling from an accredited counselor preparation program.

The responses of the administrator questionnaire would seem to indicate that:
1) School administrators of central and northern New Hampshire see a need for more counselors in the schools.
2) Administrators do feel a counselor preparation or in-service training program at Plymouth State College would be made use of, and indicated they would encourage their personnel to make use of such a program.

Based on the results of the survey of these two reference groups, it is recommended that there be established a program for counselor preparation and in-service training for counselors at Plymouth State College. Further, it is recommended that school districts in central and northern New Hampshire be encouraged to add more counselors to their staff, and that counselors in that area be encouraged to pursue more training in specific areas of their role expectancy.

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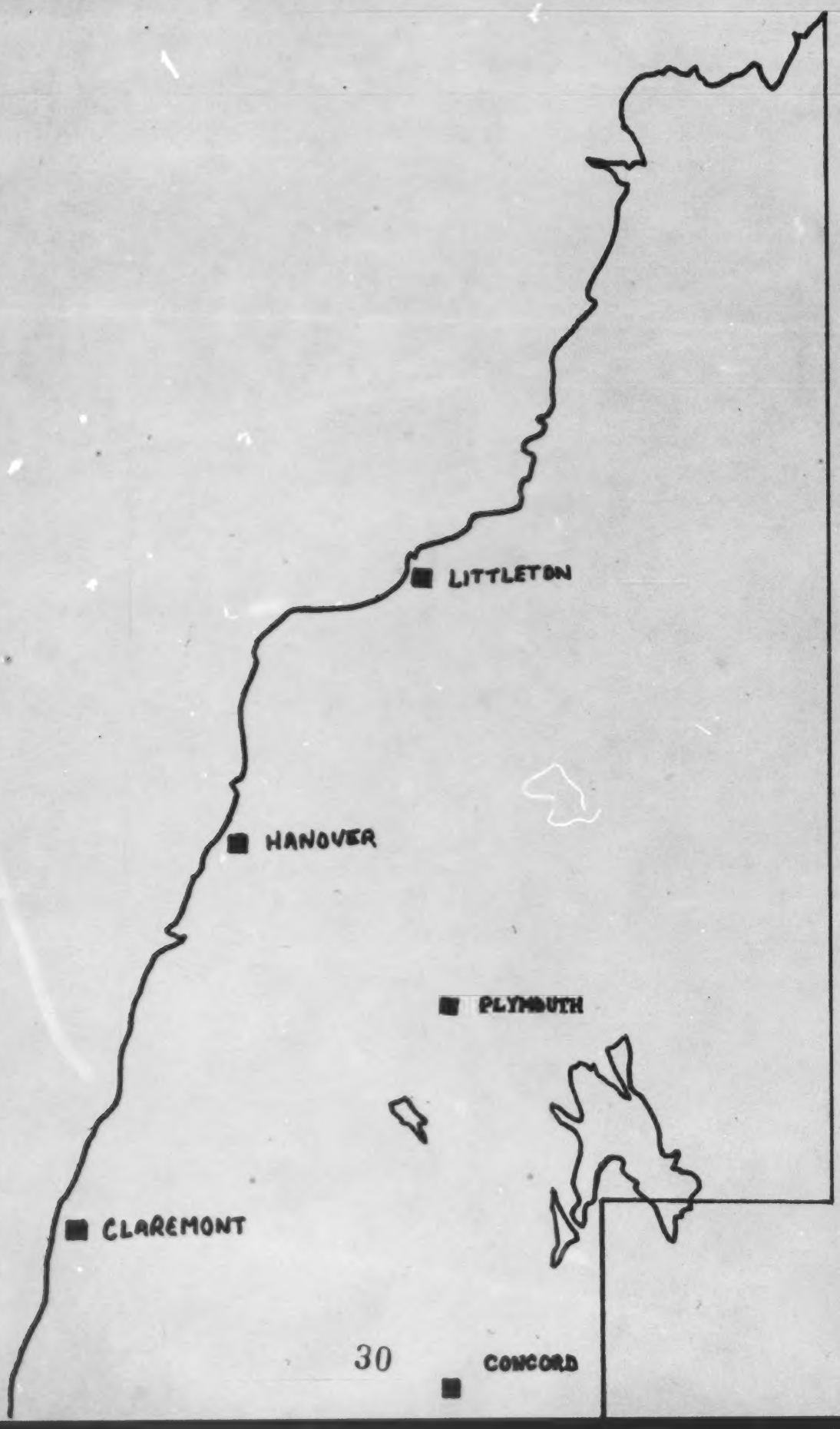
APPENDIX A


LITTLETON
HANOVER
PLYMOUTH
CLAREMONT
CONCORD

APPENDIX B

March, 1976
Administrator Questionnaire

Please check the box with the appropriate response to each question.

1. Years employed as an administrator?
   - ☐ 1-2
   - ☐ 3-4
   - ☐ 5-6
   - ☐ 7-10
   - ☐ 10+

2. Years working as an administrator in central/northern New Hampshire?
   - ☐ 1-2
   - ☐ 3-4
   - ☐ 5-6
   - ☐ 7-10
   - ☐ 10+

3. Years at present position?
   - ☐ 1-2
   - ☐ 3-4
   - ☐ 5-6
   - ☐ 7-10
   - ☐ 10+

4. Are you a full-time administrator?
   - ☐ Yes
   - ☐ No

5. Is guidance/counseling part of your job description?
   - ☐ Yes
   - ☐ No

6. If "Yes" to above question, what percentage of your time is spent in guidance/counseling activities?
   - ☐ 10%
   - ☐ 20%
   - ☐ 30%
   - ☐ 40%
   - ☐ 50%

7. Are you familiar with the population projections for the state of New Hampshire as published by the State Department of Education in December of 1973?
   - ☐ Yes
   - ☐ No

8. Have you or has your school made any independent population projection for your area?
   - ☐ Yes
   - ☐ No

9. How many full-time counselors work in your school(s)?
   - ☐ 0
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5+

10. How many part-time counselors work in your school(s)?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5+

11. What is the approximate ratio of students to counselor at your school(s)?

_____

12. If the school budget would allow, do you see a need for expanded counseling facilities and for more counselors in your school(s)?

- ☐ Yes
- ☐ No

13. Do you see a need for more counselors in the schools of central/northern New Hampshire?

- ☐ Yes
- ☐ No

14 Do you see a need for a counselor preparation/ in-service training program in central/northern New Hampshire?

- ☐ Yes
- ☐ No

15. Are you aware of the Guidance/Counseling courses currently being offered at Plymouth State College?

- ☐ Yes
- ☐ No

16. Are there people in your school(s) who would take courses in Guidance/Counseling if they were offered?

- ☐ Yes
- ☐ No

17. Are there people in your school(s) who would enroll in a Masters Program in Counseling if it were offered at Plymouth?

- ☐ Yes
- ☐ No

18. Would you encourage your counselors in taking further course work in counseling if it was available to them through Plymouth?

- ☐ Yes
- ☐ No

19. Please give an approximation of the percentage of the counselor's time spent in the following counselor related activities.

Scheduling	_____
Disciplinary work	_____
Individual counseling	_____
Group counseling	_____
Testing	_____
Attendance	_____
Record keeping	_____
Recommendations	_____
Talking to parents	_____
Helping students with job applications	_____
Work/Study projects	_____
Administrative paperwork	_____
Case studies with teachers	_____
Other	_____
	_____
	100%

List other duties in the counselors job description.

_____

_____

_____

_____

20. Please give an approximation of the percentage of actual counseling done in the following three areas.

College/Education	_____
Occupational	_____
Personal	_____
	100%

21. Individual response:

Please use the area below for any comments related to above questions or thoughts concerning the use of this survey.

Northern New Hampshire Counselor Survey

March, 1976
Counselor Questionnaire

Please check the box with the appropriate responses to each question.

1. **Years employed as a counselor?**
   - ☐ 1-2
   - ☐ 3-4
   - ☐ 5-6
   - ☐ 7-10
   - ☐ 10+

2. **Years working as a counselor in central/northern New Hampshire?**
   - ☐ 1-2
   - ☐ 3-4
   - ☐ 5-6
   - ☐ 7-10
   - ☐ 10+

3. **Are you originally a resident of central/northern New Hampshire?**
   - ☐ Yes
   - ☐ No

4. **Years at present position?**
   - ☐ 1-2
   - ☐ 3-4
   - ☐ 5-6
   - ☐ 7-10
   - ☐ 10+

5. **Are you a full-time counselor?**
   - ☐ Yes
   - ☐ No

6. **If "No" to the above question, what percentage of your time is spent in guidance/counseling activities?**
   - ☐ 15%
   - ☐ 30%
   - ☐ 45%
   - ☐ 60%
   - ☐ 75%
   - ☐ 90%

7. **Check highest level of education attained.**
   - ☐ Bachelor
   - ☐ Bachelor+
   - ☐ Master
   - ☐ Master+
   - ☐ CAGS
   - ☐ Doctorate

8. **College of most recent degree?** _____

9. **What is your most recent degree?**
   - ☐ Counseling
   - ☐ Other

   If degree other than counseling, please list area. _____

10. What is your total number of courses in Guidance/ Counseling

- ☐ 1-2
- ☐ 3-5
- ☐ 6-8
- ☐ 9-12
- ☐ 13-16
- ☐ 17+

11. Are you still taking courses in Guidance/Counseling?

- ☐ Yes
- ☐ No

12. How many courses in Guidance/Counseling have you taken in the last two years?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5+

13. Do you see a need for more counselors in the schools of central/northern New Hampshire?

- ☐ Yes
- ☐ No

14. Do you see a need for a counselor preparation/in-service training program in central/northern New Hampshire?

- ☐ Yes
- ☐ No

15. Are you aware of the Guidance/Counseling courses currently being offered at Plymouth State College?

- ☐ Yes
- ☐ No

16. Would you take Guidance/Counseling courses at Plymouth State College if they were offered?

- ☐ Yes
- ☐ No

17. Would you enroll in a Masters Degree program at Plymouth State College if it were offered?

- ☐ Yes
- ☐ No

18. From your feedback from other colleagues and teachers, would a Masters Degree program at Plymouth State College be made use of?

- ☐ Yes
- ☐ No

19. What is the ratio of students to counselor at your school?

_____

Your responses to the following questions will be helpful in designing a Counselor/Preparation/ In-Service Training at Plymouth State College.

Did your Guidance/Counselor course work include:

20. the foundations and dynamics of human behavior? ☐ Yes ☐ No

21. educational philosophy and educational process? ☐ Yes ☐ No

22. The philosophy and principles underlying guidance and other pupil personnel services? ☐ Yes ☐ No

23. the use of tests and measurements? ☐ Yes ☐ No

24. Vocational Development Theory? ☐ Yes ☐ No

25. educational and occupational information, its nature and its uses? ☐ Yes ☐ No

26 Counseling theory and practice? ☐ Yes ☐ No

2' statistics and research methodology? ☐ Yes ☐ No

2. group procedures in counseling and guidance? ☐ Yes ☐ No

2. professional relationships and ethics in keeping with the APGA Ethical Standards? ☐ Yes ☐ No

3). administration and coordination of guidance and pupil personnel services? ☐ Yes ☐ No

31. Did your degree program include a practicum in individual counseling? ☐ Yes ☐ No

32. Did your degree program include a practicum in group counseling? ☐ Yes ☐ No

33. Did the practicum experience(s) include evaluation by a supervisor, other designated members of the staff, or other students? ☐ Yes ☐ No

34. Did your practicum include tape recordings or video-tapes of your counseling as a means of self-analysis? ☐ Yes ☐ No

35. Were the opportunities provided to work with parents and with a variety of school and community agency personnel? ☐ Yes ☐ No

36. Do you feel your practicum experience provided opportunities for both observation and participation in activities related to the total guidance program, e.g., role-playing, testing, using records, preparing case studies. ☐ Yes ☐ No

37. Did the practicum provide you with at least 30 hours in actual counseling relationships? ☐ Yes ☐ No

Individual Response:

Please use the area below for any comments related to above questions or thoughts concerning the use of this survey.

APPENDIX C

Department of Education
Plymouth State College

February 26, 1976

Dear Colleague:

We are asking your assistance in carrying out a survey sponsored by the Department of Education at Plymouth State College. The purpose of the study is to survey the school counseling programs of central and northern New Hampshire and determine the need, if any, for a Counselor Preparation and In-service Training Program at Plymouth. Your reactions to these questions will further help to provide improved guidance services to New Hampshire students and help in the design of any future program implemented at Plymouth State College.

The success of the study will depend upon persons, such as yourself, completing the enclosed questionnaire. Will you please take the time to complete the enclosed form? Please return this survey form by March 11, 1976, by enclosing it in the self-addressed, stamped envelope included with this letter. The information you provide will be held in confidence.

Your cooperation will be greatly appreciated.

Sincerely,

Norton R. Bagley

Dr. Norton R. Bagley
Chairman, Department of Education
Plymouth State College

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Enclosures

APPENDIX D

March 17, 1976

Dear Colleague:

We are awaiting your reply to the survey sent out to you from Plymouth State College approximately two weeks ago. We are ready to begin tabulating the return data and your response is important to our final results.

Could you please take a few minutes to complete the survey and return it in the self-addressed envelope included in the first letter.

Sincerely yours,

Norton R. Bagley

Norton R. Bagley
Chairman
Department of Education

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